

Impact of World War II on America

Lesson Overview

Title: Impact of World War II on America

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Subject: Social Studies

Grade Level(s): 9–12

Duration: 5 days

Unit Description

This unit is designed to apply the Universal Design Lesson (UDL) standards and also integrate technology into the classroom. World War II was and still has a large impact on the United States. In this unit, students will work in a group of three and will create a power point or a music video, using Windows Live Movie Maker, discussing one of the following sections:

1. Major Events
2. Key Terms
3. Major Players (Individuals)
4. Major Players (Groups)
5. Causes/Effects/Outcomes
6. Religion
7. Economy
8. Social Events
9. Politics
10. Arts/Intellectual movements

After they create their music video or power point, they will then need to create a wiki posting on the classroom site stating any discoveries that they have made and comment on atleast two other students postings.

Lesson Description for Day

Day 3 of 5:

In today's lesson, students will select their topic and begin to brainstorm ideas on how they want to present their topic. Students will also need to research their specific topic that they selected and determine how World War II impacted that area in American history. students can use a variety of options, such as the library, online video clips, textbooks, and other means to find their information.

After researching their ideas, they will start to find a way to present their information to the group in a manner that the group decides would be the most effective way to their audience, which will be the class. At the end of class students will create an entry on what they found in their research, how World War II impacted their topic in American history and why they feel that this impacted Americans for generations to follow.

State Standards

(6) History. The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;

(B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;

(C) explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton

Goals

Unit Goals:

1. Students will gain an understanding of how World War II impacted American history.
2. Students will use a variety of resources to come to conclusions about the impacts of World War II and come to their own conclusions using prior knowledge and what is known now from the results of the war.
3. Students will reflect on other students findings to provide feedback and offer other insights to expand the knowledge gained.

Lesson Goals:

Time Frame: 10 minutes

Students will be assigned their groups (which will contain one GT student, one average level student and one struggling student) and pick their topic. Students will then need to find means to research their topic and find the major impacts on their topic.

Methods

Anticipatory Set:

Time frame: 5 minutes

Ask students about what prior knowledge that they have about their topic. After this, have the students create a list using the KWL chart about their topic to have a starting place to begin their research. (recognition)

Introduce and Model New Knowledge:

Time frame: 5 minutes

The following is a list of examples about what can be used to create the power point project and music videos created. Ask students what their focus is on the activity and what are the main parts of their project. (strategic) By creating a power point, have students try not to use lengthy discussions and encourage them to find visuals to share with their audience. If students are choosing to create a music video, encourage them to find a song that sets the tone of their presentation. The following list examples of power points and music videos.

<http://wars.pppst.com/ww2.html>

<http://www.besthistorysites.net/WWII.shtml>

<http://www.youtube.com/watch?v=2b-oGXbzXko>

Provide Guided Practice:

Time frame: 35 minutes

Students will work in their group to identify major areas and influences that they found dealing with their topic. The group will begin to create a form of presentation using the introduced technology presented in the previous lesson. As the teacher, be walking around the room to offer feedback and ensure that students are moving forward and incite deeper meaning to their topic.

Provide Independent Practice:

Students will make a two paragraph minimum posting about what they discovered on their topic in the class blog. Students must identify and give an example of the following three items to receive full credit:

1. What prior knowledge did you have about your topic?
2. What did you find most intriguing about your topic?
3. What was the hardest part about creating your project?

Wrap-Up

Students for homework will need to respond to 2 other students posts to ask a question about the students summary or provide a comment to how each others topics are related. (affective)

Assessment**Formative/Ongoing Assessment:**

Teacher will be walking around the room to see how the groups are working and to note findings that they are making. Teacher will ask about what discoveries they are finding to ensure understanding of their findings. Teacher can use the following rubric to check for understanding and productivity in group.

http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=2025386&

Group Project monitoring assesmentTeacher Name: **Mr. Smith**

Student Name: _____

CATEGORY	4	3	2	1
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions	Does not try to solve problems or help others solve problems. Lets

			suggested by others.	others do the work.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Summative/End Of Lesson Assessment:

Teacher will check blog postings of students and score according to the rubric. Teacher can use the following rubric to check for understanding of the topic.

http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=2025391&

Blog Posting checklist

CATEGORY	4	3	2	1
Interest	The student has made an exceptional attempt to make the content of this blog interesting to the people for whom it is intended.	The student has tried to make the content of this blog interesting to the people for whom it is intended.	The student has put lots of information in the blog, but there is little evidence that the person tried to present the information in an interesting way.	The student has provided only the minimum amount of information and has not transformed the information to make it more interesting to the audience (e.g., has only provided a list of links to the content of others).
Learning of Material	The student has an exceptional understanding of the material and can easily answer	The student has a good understanding of the material and can easily answer	The student has a fair understanding of the material and can easily answer	Student did not appear to learn much from this project. Cannot answer most

	questions about the content.	questions about the content.	questions about the content.	questions about the content.
Content Accuracy	All information provided by the student on the blog is accurate and all the requirements of the assignment have been met.	Almost all the information provided by the student on the blog is accurate and all requirements of the assignment have been met.	Almost all of the information provided by the student on the blog is accurate and almost all of the requirements have been met.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met.
Spelling and Grammar	There are no errors in spelling, punctuation or grammar in the final draft of the blog.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the blog.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the blog.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the blog.

Date Created: **March 08, 2011**

Materials

Web Sites

- 3rd period American History
www.classsitegoeshere.blogspot.com
 Class blog posting site for students.

Other Resources

- Windows Movie Maker Live
 Program that allows free music video presentation without student needing a login. This software is preloaded with most computers running Windows.